



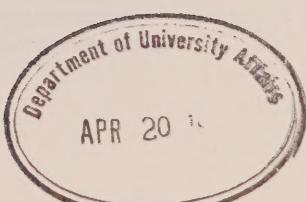
ONTARIO DEPARTMENT OF EDUCATION

**MANUAL FOR THE
ONTARIO SCHOOL RECORD SYSTEM
1965 EDITION**

MANUAL
for the
ONTARIO SCHOOL RECORD SYSTEM
1965 EDITION

TABLE OF CONTENTS

I. Development of the Ontario School Record System	Page 1
II. Elementary School Forms	Page 2
III. Secondary School Forms	Page 4
IV. Transfer of Student Records	Page 6
V. Facsimiles	Page 9



This manual contains technical information regarding the gathering, recording, and maintenance of data about students, This is a co-operative effort involving the students, their parents, and school personnel, all of whom should understand and fulfil their particular responsibilities. The time and care required to do this are justified only when the data are used to understand the individual student, to help him to utilize his strengths and to remove his weaknesses and, in general, to provide better learning experiences for the student. The wise utilization and the professional interpretation of these data are absolute necessities when decisions about the student's immediate and future education and subsequent career are being made.

In 1950, the Ontario School Record System was introduced into the schools on a voluntary basis and more or less as a record for guidance purposes. In accordance with Departmental policy to keep the records functional, revisions were made to the system in 1955 and 1960. Because the need for this continuous, uniform, transferable record was accepted on a voluntary basis by the vast majority of the schools by 1959, the Department made the OSR1 and OSR2 virtually compulsory in all schools in the Province. Thus when the Committee, set up in 1965 by the Minister of Education, first met, it recognized that the records had changed from being primarily Guidance records to being also official school records. The Committee was composed of representatives of the Ontario Secondary School Headmasters' Association, Ontario Secondary School Superintendents' Association, as well as Departmental representatives of the Elementary, Secondary and Special Services Branches who were acquainted with all types of schools and school systems throughout the Province. Between 1960 and 1965, teachers, principals, inspectors and school secretaries had submitted suggestions regarding changes in the forms. These were all considered by the Committee. In addition, representatives from companies specializing in electronic data processing equipment and recording devices as well as from the Department of Educational Research and the Guidance Centre of the Ontario College of Education met with the Committee as consultants at various times. Members of the Departmental Committee have discussed various aspects of the record system with principals, teachers, Departmental officials, etc. and are grateful for suggestions and recommendations from them.

At the first meeting of the Committee, consideration of the following basic principles of a record system were established:

- (a) The need for a comprehensive personnel record is essential.
- (b) The record system should be continuous from Kindergarten to Grade 13.
- (c) The records should be transferable whenever a student transfers from an elementary school to another elementary school, from elementary to secondary, and from a secondary to another secondary school which is under public administration in Ontario.
- (d) Because the time required of the secretarial and the administrative staff to copy transferable information is increasing, the development of a record that is adaptable to photocopying and/or microfilming is desirable.
- (e) The records should be as simple as possible, eliminating duplication wherever necessary and adaptable to receiving entries made by hand as well as by automated devices. The Department of Education has made arrangements with the Ontario Institute for Studies in Education for the results of SATO and the Grade 11, 12 and 13 Departmental Tests to be returned to the schools on gummed labels for immediate transfer to the permanent records.

(f) The records must serve the needs of the principal, vice-principal, guidance counsellors, teachers, and school secretaries. A basic principle of record-keeping is to have all the information about a student in one place for both current and permanent needs.

(g) All files holding student records should be equipped with locks. They should be placed in a location which provides maximum security for the confidential information.

ELEMENTARY SCHOOL FORMS

Ontario School Record Folder 1 (OSR-1)

As the child progresses from grade to grade in the elementary school, the developmental patterns of achievement, attitudes, skills, growth, aptitudes, etc. are studied and recorded. These notations enable the teacher to become acquainted more quickly with the individual members of the class. Professional use of this information that has been accurately reported on the records should result in better pupil-teacher relations and should lead directly to the improvement of instruction. Valuable assistance is provided through the recorded information in the understanding of behaviour and in reaching decisions at various critical levels of his development.

The facsimile of a complete OSR-1 provides suggestions for completing the various sections. Teachers and principals have shown a professional discernment in the type of information they have recorded on the folders and in the use made of the information.

The following suggestions are made regarding the entering of certain technical information.

Section A It is the principal's duty to require verification of the Date of Birth upon the child's first entry to school. This should be recorded in a manner that will be understood and accepted by all other persons authorized to use the record.

Section F Under "Standardized Tests" subsection "Name of Test", care should be taken in using abbreviations that will be clearly understood by the other persons using the records several years later.

When it is obvious to the teacher that a test result is lower than the capability of the student, an alternate form of the test should be administered and only the higher result recorded. If this is not possible, a notation by the teacher that the result is lower than expected should be recorded.

Learning capacity (intelligence) test scores should be entered as code letters rather than as numbers. The following table shows letter equivalents for numerical scores.

A means I.Q. over 120	C means I.Q. 90 to 96
B means I.Q. 111 to 120	D means I.Q. 80 to 89
C+ means I.Q. 104 to 110	E means I.Q. under 80
C means I.Q. 97 to 103	

Section G

The quality of the comments in Section G has continued to show improvement over the past five years. The following questions might be used by teachers and supervisors as criteria for appraising the comments.

1. Do the comments indicate how the student developed academically, socially, emotionally, morally, physically; attempts made to help him develop; the relative success of the methods used; and possible courses of action that could still be taken?
2. Are they constructive rather than critical?
3. If they were seen by the parent, would they unnecessarily involve the teacher or the school in any unfortunate way?
4. Are they written in a kindly, understanding manner giving the child the benefit of any doubt?
5. How might the next teacher or principal interpret them?
6. Are they free from unprofessional and unjustified biases and prejudices of the teacher?
7. Has information obtained in confidence been respected?
8. Will these comments help the next teacher to understand the child better?
9. How would the teacher regard these remarks two, five, or ten years from now?
10. Are the entries dated and signed by the teacher?

Section H and I - Special Talents and Interests When a check mark has been made in Section H indicating that a person has outstanding talent or interest in a specific area, some reason should be placed in Section I along with the teacher's name and the date.

Section J - Interviews This section is intended only for interviews involving confidential information. Hence, an entry in this section will indicate to anyone using the record that the person designated "Interviewer" possesses some confidential information which is not recorded. This system serves as a protection for both the "Person Interviewed" and the "Interviewer" because the latter may reveal orally only whatever information he considers necessary and ethical under a special situation.

Section K - Health This section is not intended to be the Health Record of the pupil but merely a summary of recommendations regarding his handicaps, if any. It should be completed in layman's terms by the teacher in consultation with the nurse or health official.

ONTARIO SCHOOL OFFICE RECORD - 1 (OSOR-1)

This 5" x 8" card should serve a dual purpose. It should be kept in the principal's office for ready reference while the pupil is enrolled in the school. When a pupil transfers to a secondary school, to another elementary school, or when he retires from school, appropriate sections should be completed on the OSOR-1 which should then be placed in the permanent file. An OSOR-1 will thus be kept permanently in each elementary school a pupil ever attended. An OSOR-1 should never be transferred to another school even within the same municipality.

III

SECONDARY SCHOOL FORMS

Ontario School Record Folder - 2(OSR-2)

This is the official cumulative record folder designed for Grades 9 to 13 of the secondary school. It follows the student from school to school and remains in the last secondary school attended. The OSR-1 should be filed inside the OSR-2. The instructions for making entries on the OSR-2 are basically the same as those for the OSR-1.

The OSR Student Information Form

This completed form contains basic information required by the school. Much of the information could be transferred to the OSR-2 but in practice this has not been done due to the lack of secretarial time. Some of the questions and answers are of a transitory nature albeit important and used by counsellors during the annual interview. The form is often used as a registration form each year and a method of keeping basic information up-to-date.

It is recommended that this be completed annually and the current one stapled on top of the other Student Information Forms.

Before the students are asked to complete the form they should be instructed regarding the importance and use of the information as well as the confidential nature of the records. They should also be informed that they may omit any question if they prefer not to answer it.

ONTARIO SCHOOL PERMANENT RECORD - 2 (OSPR-2)

In 1965 there were added to the system four forms designed for the following students:

1. OSPR-2 4AS, 5AS, 5BC, 5STT for students in the four-year Arts and Science Program and for all students in the three five-year Programs.
2. OSPR-2 4BC for students in the four-year Business and Commerce Program.
3. OSPR-2 4STT for students in the four-year Science, Technology, and Trades Program.
4. OSPR-2 Special for students in the Two-Year or Occupational Programs

These 8-1/2" x 11" cards are designed as inserts in the OSR-2 folder. They contain information of a permanent and transferable nature and are completed as the student progresses through the secondary school.

Schools are required to transmit to institutions of further education information regarding marks, test results, dates of entry and retirement, etc. The OSPR's were designed for use with photocopying equipment, thereby saving many hours of secretarial and administrative time and also eliminating the error of transcription always present when this is done manually. Entries should be made with black ink or materials that will take reproduction by any type of photocopying machine.

When the student retires from secondary school, some sections of the OSPR-2 will be completed and the OSR with inserts will be filed for reference. After from three to ten years, at the discretion of the principal, pertinent information will be transferred to the OSPR-2 and all other records, letters, etc. about the student destroyed. The OSPR-2 thus becomes the only official record remaining in the school.

It is hoped that this card will serve the many needs for using marks and will eliminate the necessity of duplication of effort in this regard. The spaces provided for SATO, Grade 11 and 12 Departmentals, and the Grade 13 Departmentals have been made in consultation with the Ontario Institute for Studies in Education. Limitations regarding the size of gummed labels have been considered in developing the form; placing them on the OSPR-2 in the space provided will require skilful care on the part of the secretaries.

Technical Considerations of the OSPR-2

The facsimile of the OSPR-2 provides many suggestions for acceptable methods of completing this form. A few technical considerations may need further explanations to insure uniform types of entries. Under Rank/Grade, a grade is defined as all students in any one Branch taking the same Program at one grade level, e.g. 17/83 would mean that this student stood 17th among the 83 students of the five-year program of the Arts and Science Branch in Grade 11.

Section O Certificates

The certificate must be one of those listed in "Requirements for Diplomas and Statements of Standing" (H.S.1). At the time of entering the name of the certificate, the number of the Classification according to the Pupil Retirement Form for the current year may be entered in brackets.

Section S Retirement

At the time of entering the information regarding the Retirement of the student from secondary school, the number of the classification according to the Pupil Retirement Form for the current year may be entered in brackets.

Ontario School Office Record-2 (OSOR-2)

Many schools have adopted this card for current and permanent use and may continue to do so. They will continue to be printed as long as there is a demand for them.

IV

TRANSFER OF STUDENT RECORDS

When a student transfers to another elementary school or to a secondary school, the OSR-1 will be forwarded as soon as possible to the receiving school. See page 7 for sample letter that may be used under these conditions.

When a student transfers to another secondary school, the OSOR-2 or a duplicate OSPR-2 will be completed and kept in the Permanent files. The OSR-1, OSR-2, OSPR-2 and all other materials will be forwarded to the receiving school.

Many schools have prepared a mimeographed form, similar to the sample shown below, which serves as a letter of introduction and aids in placing the student in the correct grade with the same options he had been taking. A section of this form requesting the student's OSR folders is completed by the receiving school and returned to the former school. On receiving this request, the former school makes appropriate entries on its permanent office record (OSOR-1 OSOR-2 or makes a duplicate OSPR-2) and transfers by First Class mail the student's completed cumulative record folder(s) to the receiving school. Under no circumstances should the cumulative record folder be handed to the pupil to take to his new school.

The Committee recommended and the Department of Education approved the following change in policy regarding the transfer of records to private schools:

"Records may be transferred, on request of the principal, to any inspected private school which offers courses leading to the Ontario Secondary School Graduation Diploma and which would provide assurance that (1) the same procedure for use, maintenance, protection, and transfer of records as recommended for schools under public administration be followed, and (2) the principal accept the responsibility for following the procedures as outlined in the manual authorized for use with the OSR system."*

* see page 8 for form that will be used by private schools.

The bulk of material being forwarded from some elementary schools to secondary schools has been considerable and eventually becomes a storage problem. When a student transfers it is desirable that the information on loose papers, test booklets, reading cards, etc. be transferred to appropriate sections of the OSR folder and that, except in unusual circumstances, only the OSR folder be forwarded.

STUDENT TRANSFER FORM

Name of School _____ Date _____

Address _____

This is to certify that _____ has been enrolled
in this school in _____

Program	Branch	Grade	Class
---------	--------	-------	-------

taking the following options _____

He leaves in good standing. The Ontario School Records will be forwarded upon re-
ceipt of the request form below.

Principal

REQUEST FOR ONTARIO SCHOOL RECORDS

Date _____

This is to inform you that _____ was admitted to
this school on (date) _____ Please forward
the Ontario School Records and other information in his file.

Principal

School

Address

REQUEST FOR ONTARIO SCHOOL RECORDS FROM A PRIVATE SCHOOL

Please forward the Ontario School Records as soon as possible for

who has enrolled at

This school offers courses leading to the Ontario Secondary School Graduation Diploma and is inspected by Officials of the Department of Education.

I hereby agree to accept responsibility for the records and to use, maintain, protect and transfer the records following the procedures outlined in the manual authorized for use with the OSR system.

Principal

REVISIONS OF OSR SYSTEM

In order to keep the OSR system functional and recognizing the changes in curricula and in recording-devices likely to come, it is the intention of the Department of Education to have a standing Committee meet at regular intervals to consider revisions. Suggestions for improvements to the system and the forms are always welcome and may be forwarded at any time to the Assistant Deputy Minister of Education - Instruction, Ontario Department of Education, Toronto, Ontario.

DEPARTMENT OF EDUCATION CERTIFICATES

INTERMEDIATE CERTIFICATE

YEAR GRANTED		PROGRAM		SECONDARY SCHOOL GRADUATION DIPLOMA															
YEAR GRANTED		PROGRAM		OPTIONS						MUSIC									
1964		FIVE-YEAR ARTS OR SCIENCE, MATH SCIENCE, LITERATURE, FRENCH		1965						1966									
1965		SECONDARY SCHOOL HONOUR GRADUATION DIPLOMA (01)																	
Q. GRADE 13		SCHOOL SUBJECT RECORD												DEPARTMENTAL EXAM. RECORD					
SUBJECTS		YEAR: 1964-65		YEAR:		YEAR:		YEAR			YEAR			YEAR					
ENGLISH COMPOSITION		66 65 88						76											
ENGLISH LITERATURE																			
HISTORY																			
ALGEBRA		66 65 88																	
GEOMETRY		78 66 88						84											
TRIGONOMETRY & STATISTICS		85 80 95						85											
BOTANY																			
ZOOLOGY																			
PHYSICS		76 74 87						84											
CHEMISTRY		85 80 89						89											
LATIN AUTHORS																			
GERMAN COMPOSITION																			
FRENCH AUTHORS		67 71 88						80											
FRENCH COMPOSITION																			
GERMAN AUTHORS																			
GERMAN COMPOSITION																			
SPANISH AUTHORS																			
SPANISH COMPOSITION																			
MUSIC		GRADE VIII		PRACTICE		GRADE IX		THEORY		GRADE X		JUNE 65							
IND	IND	GROSS	ALG	GROUP	TRIG	BOT	ZOO	PHY	CHEM	LAT	PHYS	GERM	GREEK	SPAN	ITAL	RUSS	ART	GERM	
1	76										80							AUSTR	
1	76		92	95	90			84	89		80								
MUSIC																			
MAT. & PRO. OF INDUSTRY																			
ECONOMICS																			
R. SPECIAL INTERVIEWS																			
DATE		PERSON INTERVIEWED		INTERVIEWER		S.		RETIREMENT (06)											
24th Nov 64		MOTHER		School Nurse		S.		LAST DATE OF ATTENDANCE: 29 JUNE 65											
						TO: SCHOOL		PROVINCIAL UNIVERSITY OF TORONTO											
						ADDRESS		MILL TOWNSHIP, ONTARIO											
						COURSE		YEAR 1, SCIENCE STUDIES											
						TO: EMPLOYER													
						ADDRESS													
						OCCUPATION													

P. SUMMARY

JUNE 1968. COUNSELLORS' REPORTS AND TEACHERS' COMMENTS INDICATE A STEADY IMPROVEMENT THROUGHOUT HIS SCHOOL CAREER. THIS APPLIES TO PERSONAL QUALITIES AS WELL AS ACADEMIC RECORD. MEASURED INTERESTS AND SCHOOL RECORD INDICATE SUITABILITY FOR CHOSEN CAREER IN SCIENCE.

J. B. Lowe

ACC. PRACT.	LETTER A OVER UNITS POSITION - AEROGRAFT CODE OVER HUNDREDS POSITION FOR CODE OVER UNITS POSITION	SURNAME WILSON	CANDIDATE'S NAME
SEC. PRACT.	1. COMBINED PAPER	FIRST NAME RONALD	
MATH. OF AVG.	2. AUTHORS (LT. FOR ENGLISH AND FRANCAIS)	LAST NAME JOHN	
PROB.	3. COMPOSITION		
YEAR 1965			

T. FOLLOW-UP INFORMATION

JUNE 66. COMPLETED FIRST YEAR WITH "A" OR "B"
STANDING IN ALL EXAMINATIONS. ENTERING
HONOUR PHYSICS.

WILSON

SURNAME **RONALD JOHN** FIRST NAME **RONALD JOHN** MIDDLE NAME **RONALD JOHN** EDUCATION **SECONDARY** ADDRESS **110 MELVILLE AVENUE** CITY **WILLISTON** STATE **ND** ZIP CODE **58078** TELEPHONE **405-167-2388**

RECORD NUMBER **405-167-2388** SUBJECT **405-167-2388** RECORD **405-167-2388** AVERAGE **76**

YR	P B G C	1964-65												1965-66																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
1. MATH	2. PHYSICS	3. CHEM.	4. GEO.	5. HIST.	6. ART	7. MUSIC	8. SPAN.	9. FREN.	10. GERM.	11. LAT.	12. PHYS.	13. ZOOL.	14. BOT.	15. TRIG.	16. ALG.	17. GEOM.	18. CHEM.	19. PHYS.	20. ZOOL.	21. BOT.	22. TRIG.	23. ALG.	24. GEOM.	25. CHEM.	26. PHYS.	27. ZOOL.	28. BOT.	29. TRIG.	30. ALG.	31. GEOM.	32. CHEM.	33. PHYS.	34. ZOOL.	35. BOT.	36. TRIG.	37. ALG.	38. GEOM.	39. CHEM.	40. PHYS.	41. ZOOL.	42. BOT.	43. TRIG.	44. ALG.	45. GEOM.	46. CHEM.	47. PHYS.	48. ZOOL.	49. BOT.	50. TRIG.	51. ALG.	52. GEOM.	53. CHEM.	54. PHYS.	55. ZOOL.	56. BOT.	57. TRIG.	58. ALG.	59. GEOM.	60. CHEM.	61. PHYS.	62. ZOOL.	63. BOT.	64. TRIG.	65. ALG.	66. GEOM.	67. CHEM.	68. PHYS.	69. ZOOL.	70. BOT.	71. TRIG.	72. ALG.	73. GEOM.	74. CHEM.	75. PHYS.	76. ZOOL.	77. BOT.	78. TRIG.	79. ALG.	80. GEOM.	81. CHEM.	82. PHYS.	83. ZOOL.	84. BOT.	85. TRIG.	86. ALG.	87. GEOM.	88. CHEM.	89. PHYS.	90. ZOOL.	91. BOT.	92. TRIG.	93. ALG.	94. GEOM.	95. CHEM.	96. PHYS.	97. ZOOL.	98. BOT.	99. TRIG.	100. ALG.	101. GEOM.	102. CHEM.	103. PHYS.	104. ZOOL.	105. BOT.	106. TRIG.	107. ALG.	108. GEOM.	109. CHEM.	110. PHYS.	111. ZOOL.	112. BOT.	113. TRIG.	114. ALG.	115. GEOM.	116. CHEM.	117. PHYS.	118. ZOOL.	119. BOT.	120. TRIG.	121. ALG.	122. GEOM.	123. CHEM.	124. PHYS.	125. ZOOL.	126. BOT.	127. TRIG.	128. ALG.	129. GEOM.	130. CHEM.	131. PHYS.	132. ZOOL.	133. BOT.	134. TRIG.	135. ALG.	136. GEOM.	137. CHEM.	138. PHYS.	139. ZOOL.	140. BOT.	141. TRIG.	142. ALG.	143. GEOM.	144. CHEM.	145. PHYS.	146. ZOOL.	147. BOT.	148. TRIG.	149. ALG.	150. GEOM.	151. CHEM.	152. PHYS.	153. ZOOL.	154. BOT.	155. TRIG.	156. ALG.	157. GEOM.	158. CHEM.	159. PHYS.	160. ZOOL.	161. BOT.	162. TRIG.	163. ALG.	164. GEOM.	165. CHEM.	166. PHYS.	167. ZOOL.	168. BOT.	169. TRIG.	170. ALG.	171. GEOM.	172. CHEM.	173. PHYS.	174. ZOOL.	175. BOT.	176. TRIG.	177. ALG.	178. GEOM.	179. CHEM.	180. PHYS.	181. ZOOL.	182. BOT.	183. TRIG.	184. ALG.	185. GEOM.	186. CHEM.	187. PHYS.	188. ZOOL.	189. BOT.	190. TRIG.	191. ALG.	192. GEOM.	193. CHEM.	194. PHYS.	195. ZOOL.	196. BOT.	197. TRIG.	198. ALG.	199. GEOM.	200. CHEM.	201. PHYS.	202. ZOOL.	203. BOT.	204. TRIG.	205. ALG.	206. GEOM.	207. CHEM.	208. PHYS.	209. ZOOL.	210. BOT.	211. TRIG.	212. ALG.	213. GEOM.	214. CHEM.	215. PHYS.	216. ZOOL.	217. BOT.	218. TRIG.	219. ALG.	220. GEOM.	221. CHEM.	222. PHYS.	223. ZOOL.	224. BOT.	225. TRIG.	226. ALG.	227. GEOM.	228. CHEM.	229. PHYS.	230. ZOOL.	231. BOT.	232. TRIG.	233. ALG.	234. GEOM.	235. CHEM.	236. PHYS.	237. ZOOL.	238. BOT.	239. TRIG.	240. ALG.	241. GEOM.	242. CHEM.	243. PHYS.	244. ZOOL.	245. BOT.	246. TRIG.	247. ALG.	248. GEOM.	249. CHEM.	250. PHYS.	251. ZOOL.	252. BOT.	253. TRIG.	254. ALG.	255. GEOM.	256. CHEM.	257. PHYS.	258. ZOOL.	259. BOT.	260. TRIG.	261. ALG.	262. GEOM.	263. CHEM.	264. PHYS.	265. ZOOL.	266. BOT.	267. TRIG.	268. ALG.	269. GEOM.	270. CHEM.	271. PHYS.	272. ZOOL.	273. BOT.	274. TRIG.	275. ALG.	276. GEOM.	277. CHEM.	278. PHYS.	279. ZOOL.	280. BOT.	281. TRIG.	282. ALG.	283. GEOM.	284. CHEM.	285. PHYS.	286. ZOOL.	287. BOT.	288. TRIG.	289. ALG.	290. GEOM.	291. CHEM.	292. PHYS.	293. ZOOL.	294. BOT.	295. TRIG.	296. ALG.	297. GEOM.	298. CHEM.	299. PHYS.	300. ZOOL.	301. BOT.	302. TRIG.	303. ALG.	304. GEOM.	305. CHEM.	306. PHYS.	307. ZOOL.	308. BOT.	309. TRIG.	310. ALG.	311. GEOM.	312. CHEM.	313. PHYS.	314. ZOOL.	315. BOT.	316. TRIG.	317. ALG.	318. GEOM.	319. CHEM.	320. PHYS.	321. ZOOL.	322. BOT.	323. TRIG.	324. ALG.	325. GEOM.	326. CHEM.	327. PHYS.	328. ZOOL.	329. BOT.	330. TRIG.	331. ALG.	332. GEOM.	333. CHEM.	334. PHYS.	335. ZOOL.	336. BOT.	337. TRIG.	338. ALG.	339. GEOM.	340. CHEM.	341. PHYS.	342. ZOOL.	343. BOT.	344. TRIG.	345. ALG.	346. GEOM.	347. CHEM.	348. PHYS.	349. ZOOL.	350. BOT.	351. TRIG.	352. ALG.	353. GEOM.	354. CHEM.	355. PHYS.	356. ZOOL.	357. BOT.	358. TRIG.	359. ALG.	360. GEOM.	361. CHEM.	362. PHYS.	363. ZOOL.	364. BOT.	365. TRIG.	366. ALG.	367. GEOM.	368. CHEM.	369. PHYS.	370. ZOOL.	371. BOT.	372. TRIG.	373. ALG.	374. GEOM.	375. CHEM.	376. PHYS.	377. ZOOL.	378. BOT.	379. TRIG.	380. ALG.	381. GEOM.	382. CHEM.	383. PHYS.	384. ZOOL.	385. BOT.	386. TRIG.	387. ALG.	388. GEOM.	389. CHEM.	390. PHYS.	391. ZOOL.	392. BOT.	393. TRIG.	394. ALG.	395. GEOM.	396. CHEM.	397. PHYS.	398. ZOOL.	399. BOT.	400. TRIG.	401. ALG.	402. GEOM.	403. CHEM.	404. PHYS.	405. ZOOL.	406. BOT.	407. TRIG.	408. ALG.	409. GEOM.	410. CHEM.	411. PHYS.	412. ZOOL.	413. BOT.	414. TRIG.	415. ALG.	416. GEOM.	417. CHEM.	418. PHYS.	419. ZOOL.	420. BOT.	421. TRIG.	422. ALG.	423. GEOM.	424. CHEM.	425. PHYS.	426. ZOOL.	427. BOT.	428. TRIG.	429. ALG.	430. GEOM.	431. CHEM.	432. PHYS.	433. ZOOL.	434. BOT.	435. TRIG.	436. ALG.	437. GEOM.	438. CHEM.	439. PHYS.	440. ZOOL.	441. BOT.	442. TRIG.	443. ALG.	444. GEOM.	445. CHEM.	446. PHYS.	447. ZOOL.	448. BOT.	449. TRIG.	450. ALG.	451. GEOM.	452. CHEM.	453. PHYS.	454. ZOOL.	455. BOT.	456. TRIG.	457. ALG.	458. GEOM.	459. CHEM.	460. PHYS.	461. ZOOL.	462. BOT.	463. TRIG.	464. ALG.	465. GEOM.	466. CHEM.	467. PHYS.	468. ZOOL.	469. BOT.	470. TRIG.	471. ALG.	472. GEOM.	473. CHEM.	474. PHYS.	475. ZOOL.	476. BOT.	477. TRIG.	478. ALG.	479. GEOM.	480. CHEM.	481. PHYS.	482. ZOOL.	483. BOT.	484. TRIG.	485. ALG.	486. GEOM.	487. CHEM.	488. PHYS.	489. ZOOL.	490. BOT.	491. TRIG.	492. ALG.	493. GEOM.	494. CHEM.	495. PHYS.	496. ZOOL.	497. BOT.	498. TRIG.	499. ALG.	500. GEOM.	501. CHEM.	502. PHYS.	503. ZOOL.	504. BOT.	505. TRIG.	506. ALG.	507. GEOM.	508. CHEM.	509. PHYS.	510. ZOOL.	511. BOT.	512. TRIG.	513. ALG.	514. GEOM.	515. CHEM.	516. PHYS.	517. ZOOL.	518. BOT.	519. TRIG.	520. ALG.	521. GEOM.	522. CHEM.	523. PHYS.	524. ZOOL.	525. BOT.	526. TRIG.	527. ALG.	528. GEOM.	529. CHEM.	530. PHYS.	531. ZOOL.	532. BOT.	533. TRIG.	534. ALG.	535. GEOM.	536. CHEM.	537. PHYS.	538. ZOOL.	539. BOT.	540. TRIG.	541. ALG.	542. GEOM.	543. CHEM.	544. PHYS.	545. ZOOL.	546. BOT.	547. TRIG.	548. ALG.	549. GEOM.	550. CHEM.	551. PHYS.	552. ZOOL.	553. BOT.	554. TRIG.	555. ALG.	556. GEOM.	557. CHEM.	558. PHYS.	559. ZOOL.	560. BOT.	561. TRIG.	562. ALG.	563. GEOM.	564. CHEM.	565. PHYS.	566. ZOOL.	567. BOT.	568. TRIG.	569. ALG.	570. GEOM.	571. CHEM.	572. PHYS.	573. ZOOL.	574. BOT.	575. TRIG.	576. ALG.	577. GEOM.	578. CHEM.	579. PHYS.	580. ZOOL.	581. BOT.	582. TRIG.	583. ALG.	584. GEOM.	585. CHEM.	586. PHYS.	587. ZOOL.	588. BOT.	589. TRIG.	590. ALG.	591. GEOM.	592. CHEM.	593. PHYS.	594. ZOOL.	595. BOT.	596. TRIG.	597. ALG.	598. GEOM.	599. CHEM.	600. PHYS.	601. ZOOL.	602. BOT.	603. TRIG.	604. ALG.	605. GEOM.	606. CHEM.	607. PHYS.	608. ZOOL.	609. BOT.	610. TRIG.	611. ALG.	612. GEOM.	613. CHEM.	614. PHYS.	615. ZOOL.	616. BOT.	617. TRIG.	618. ALG.	619. GEOM.	620. CHEM.	621. PHYS.	622. ZOOL.	623. BOT.	624. TRIG.	625. ALG.	626. GEOM.	627. CHEM.	628. PHYS.	629. ZOOL.	630. BOT.	631. TRIG.	632. ALG.	633. GEOM.	634. CHEM.	635. PHYS.	636. ZOOL.	637. BOT.	638. TRIG.	639. ALG.	640. GEOM.	641. CHEM.	642. PHYS.	643. ZOOL.	644. BOT.	645. TRIG.	646. ALG.	647. GEOM.	648. CHEM.	649. PHYS.	650. ZOOL.	651. BOT.	652. TRIG.	653. ALG.	654. GEOM.	655. CHEM.	656. PHYS.	657. ZOOL.	658. BOT.	659. TRIG.	660. ALG.	661. GEOM.	662. CHEM.	663. PHYS.	664. ZOOL.	665. BOT.	666. TRIG.	667. ALG.	668. GEOM.	669. CHEM.	670. PHYS.	671. ZOOL.	672. BOT.	673. TRIG.	674. ALG.	675. GEOM.	676. CHEM.	677. PHYS.	678. ZOOL.	679. BOT.	680. TRIG.	681. ALG.	682. GEOM.	683. CHEM.	684. PHYS.	685. ZOOL.	686. BOT.	687. TRIG.	688. ALG.	689. GEOM.	690. CHEM.	691. PHYS.	692. ZOOL.	693. BOT.	694. TRIG.	695. ALG.	696. GEOM.	697. CHEM.	698. PHYS.	699. ZOOL.	700. BOT.	701. TRIG.	702. ALG.	703. GEOM.	704. CHEM.	705. PHYS.	706. ZOOL.	707. BOT.	708. TRIG.	709. ALG.	710. GEOM.	711. CHEM.	712. PHYS.	713. ZOOL.	714. BOT.	715. TRIG.	716. ALG.	717. GEOM.	718. CHEM.	719. PHYS.	720. ZOOL.	721. BOT.	722. TRIG.	723. ALG.	724. GEOM.	725. CHEM.	726. PHYS.	727. ZOOL.	728. BOT.	729. TRIG.	730. ALG.	731. GEOM.	732. CHEM.	733. PHYS.	734. ZOOL.	735. BOT.	736. TRIG.	737. ALG.	738. GEOM.	739. CHEM.	740. PHYS.	741. ZOOL.	742. BOT.	743. TRIG.	744. ALG.	745. GEOM.	746. CHEM.	747. PHYS.	748. ZOOL.	749. BOT.	750. TRIG.	751. ALG.	752. GEOM.	753. CHEM.	754. PHYS.	755. ZOOL.	756. BOT.	757. TRIG.	758. ALG.	759. GEOM.	760. CHEM.	761. PHYS.	762. ZOOL.	763. BOT.	764. TRIG.	765. ALG.	766. GEOM.	767. CHEM.	768. PHYS.	769. ZOOL.	770. BOT.	771. TRIG.	772. ALG.	773. GEOM.	774. CHEM.	775. PHYS.	776. ZOOL.	777. BOT.	778. TRIG.	779. ALG.	780. GEOM.	781. CHEM.	782. PHYS.	783. ZOOL.	784. BOT.	785. TRIG.	786. ALG.	787. GEOM.	788. CHEM.	789. PHYS.	790. ZOOL.	791. BOT.	792. TRIG.	793. ALG.	794. GEOM.	795. CHEM.	796. PHYS.	797. ZOOL.	798. BOT.	799. TRIG.	800. ALG.	801. GEOM.	802. CHEM.	803. PHYS.	804. ZOOL.	805. BOT.	806. TRIG.	807. ALG.	808. GEOM.	809. CHEM.	810. PHYS.	811. ZOOL.	812. BOT.	813. TRIG.	814. ALG.	815. GEOM.	816. CHEM.	817. PHYS.	818. ZOOL.	819. BOT.	820. TRIG.	821. ALG.	822. GEOM.	823. CHEM.	824. PHYS.	825. ZOOL.	826. BOT.	827. TRIG.	828. ALG.	829. GEOM.	830. CHEM.	831. PHYS.	832. ZOOL.	833. BOT.	834. TRIG.	835. ALG.	836. GEOM.	837. CHEM.	838. PHYS.	839. ZOOL.	840. BOT.	841. TRIG.	842. ALG.	843. GEOM.	844. CHEM.	845. PHYS.	846. ZOOL.	847. BOT.	848. TRIG.	849. ALG.	850. GEOM.	851. CHEM.	852. PHYS.	853. ZOOL.	854. BOT.	855. TRIG.	856. ALG.	857. GEOM.	858. CHEM.	859. PHYS.	860. ZOOL.	861. BOT.	862. TRIG.	863. ALG.	864. GEOM.	865. CHEM.	866. PHYS.	867. ZOOL.	868. BOT.	869. TRIG.	870. ALG.	871. GEOM.	872. CHEM.	873. PHYS.	874. ZOOL.	875. BOT.	876. TRIG.	877. ALG.	878. GEOM.	879. CHEM.	880. PHYS.	881. ZOOL.	882. BOT.	883. TRIG.	884. ALG.	885. GEOM.	886. CHEM.	887. PHYS.	888. ZOOL.	889. BOT.	890. TRIG.	891. ALG.	892. GEOM.	893. CHEM.	894. PHYS.	895. ZOOL.	896. BOT.	897. TRIG.	898. ALG.	899. GEOM.	900. CHEM.	901. PHYS.	902. ZOOL.	903. BOT.	904. TRIG.	905. ALG.	906. GEOM.	907. CHEM.	908. PHYS.	909. ZOOL.	910. BOT.	911. TRIG.	912. ALG.	913. GEOM.	914. CHEM.	915. PHYS.	916. ZOOL.	917. BOT.	918. TRIG.	919. ALG.	920. GEOM.	921. CHEM.	922. PHYS.	923. ZOOL.	924. BOT.	925. TRIG.	926. ALG.	927. GEOM.	928. CHEM.	929. PHYS.	930. ZOOL.	931. BOT.	932. TRIG.	933. ALG.	934. GEOM.	935. CHEM.	936. PHYS.	937. ZOOL.	938. BOT.	939. TRIG.	940. ALG.	941. GEOM.	942. CHEM.	943. PHYS.	944. ZOOL.	945. BOT.	946. TRIG.	947. ALG.	948. GEOM.	949. CHEM.	950. PHYS.	951. ZOOL.	952. BOT.	953. TRIG.	954. ALG.	955. GEOM.	956. CHEM.	957. PHYS.	958. ZOOL.	959. BOT.	960. TRIG.	961. ALG.	962. GEOM.	963. CHEM.	964. PHYS.	965. ZOOL.	966. BOT.	967. TRIG.	968. ALG.	969. GEOM.	970. CHEM.	971. PHYS.	972. ZOOL.	973. BOT.	974. TRIG.	975. ALG.	976. GEOM.	977. CHEM.	978. PHYS.	979. ZOOL.	980. BOT.	981. TRIG.	982. ALG.	983. GEOM.	984. CHEM.	985. PHYS.	986. ZOOL.	987. BOT.	988. TRIG.	989. ALG.	990. GEOM.	991. CHEM.	992. PHYS.	993. ZOOL.	994. BOT.	995. TRIG.	996. ALG.	997. GEOM.	998. CHEM.	999. PHYS.	1000. ZOOL.	1001. BOT.	1002. TRIG.	1003. ALG.	1004. GEOM.	1005. CHEM.	1006. PHYS.	1007. ZOOL.	1008. BOT.	1009. TRIG.	1010. ALG.	1011. GEOM.	1012. CHEM.	1013. PHYS.	1014. ZOOL.	1015. BOT.	1016. TRIG.	1017. ALG.	1018. GEOM.	1019. CHEM.	1020. PHYS.	1021. ZOOL.	1022. BOT.	1023. TRIG.	1024. ALG.	1025. GEOM.	1026. CHEM.	1027. PHYS.	1028. ZOOL.	1029. BOT.	1030. TRIG.	1031. ALG.	1032. GEOM.	1033. CHEM.	1034. PHYS.	1035. ZOOL.	1036. BOT.	1037. TRIG.	1038. ALG.	1039. GEOM.	1040. CHEM.	1041. PHYS.	1042. ZOOL.	1043. BOT.	1044. TRIG.	1045. ALG.	1046. GEOM.	1047. CHEM.	1048. PHYS.	1049. ZOOL.	1050. BOT.	1051. TRIG.	1052. ALG.	1053. GEOM.	1054. CHEM.	1055. PHYS.	1056. ZOOL.	1057. BOT.	1058. TRIG.	1059. ALG.	1060. GEOM.	1061. CHEM.	1062. PHYS.	1063. ZOOL.	1064. BOT.	1065. TRIG.	1066. ALG.	1067. GEOM.	1068. CHEM.	1069. PHYS.	1070. ZOOL.	1071. BOT.	1072. TRIG.	1073. ALG.	1074. GEOM.	1075. CHEM.	1076. PHYS.	1077. ZOOL.	1078. BOT.	1079. TRIG.	1080. ALG.	1081. GEOM.	1082. CHEM.	1083. PHYS.	1084. ZOOL.	1085. BOT.	1086. TRIG.	1087. ALG.	1088. GEOM.	1089. CHEM.	1090. PHYS.	1091. ZOOL.	1092. BOT.	1093. TRIG.	1094. ALG.	1095. GEOM.	1096. CHEM.	1097. PHYS.	1098. ZOOL.	1099. BOT.	1100. TRIG.	1101. ALG.	1102. GEOM.	1103. CHEM.	1104. PHYS.	1105. ZOOL.	1106. BOT.
<th

ONTARIO SCHOOL RECORD FORMS

Ontario School Record Folder 1 (OSR-1) - 1960 Revision

A cumulative folder 8" x 11-1/2" that contains the minimum of headings and spaces for an adequate school record from Kindergarten to Grade 8 and makes possible the assembling of all pertinent information in one folder.

Ontario School Office Record 1 (OSOR-1) - 1960 Revision

A permanent 5" x 8" record card kept on each student in each elementary school attended.

OSR Student Information Form

A form that is completed by the student annually to provide basic information for the secondary school.

Ontario School Record Folder 2 (OSR-2) - 1960 Revision

A cumulative folder 10" x 12" designed for Grades 9 to 13.

Ontario School Office Record 2 (OSOR-2) - 1960 Revision

A permanent 5" x 8" record card that may be kept on each student in each secondary school attended.

Ontario School Permanent Record 2 (OSPR-2) - 1965 Edition

An 8-1/2" x 11" card designed to record permanent and transferable data accumulated from Grade 9 to 13.

OSPR - 4AS, 5AS, 5BC, 5STT for students in the Four-Year Arts and Science Program and in the three Five-Year Programs.

OSPR - 4BC for students in the Four-Year Business and Commerce Program.

OSPR - 4STT for students in the Four-Year Science, Technology, and Trades Program.

OSPR - Special for students in the Two-Year or Occupational Programs.

All forms and accessories of the OSR system may be purchased from

The Guidance Centre
Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario.

